**Marva Rudder**

**Reflection #1**

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**Dr. O’Connor-Petrusso**

Brooklyn College “Conceptual Framework” represents the core of Brooklyn College ideals, weaved into every subject taught at the college. It gives us a clear understanding and representation of what we can expect to find in any New York City public school and beyond. During our study at such a diverse institution, we are constantly reminded that Brooklyn College, School of Education focuses on four main themes. These include diversity, collaboration, social justice, and critical self-reflection and reflective practice. These forms are all intertwined with each other.  As educators in the field of teaching we expected to respect and practice these four ideals as teachers.

            New York City in itself represents diversity, however, in the framework design for Brooklyn College diversity pertains to the issues of race, class, ethnicity, cultural and linguistic diversity, religion, gender, sexuality, special needs, and students with different learning styles. As teachers we must be highly sensitive to students, parents, administrators, and colleagues of diverse backgrounds. Diversity in itself represents the melting pot of all New York City public classrooms. According to the Brooklyn College School of Education, the commitment to diversity and to the development of cultural competency is manifested in the core operations of the School of Education, as well as in the education of its students.

            The ideals of collaboration pertains to and acquiring ongoing skills in our professional and personal lives. We are reminded that working alongside with our peers, colleagues, parents, students, and communities is important as teachers.  Collaborating gives us the strength to put our mental resources together to address many issues across the various spectrum of learning. Many assignments require us to collaborate with our peers prompting valuable research and information as a group. It gives us the opportunity to respect each other while working in a civil manner. These learning skills can be used to teach students how to work cooperatively. As educators we must learn to work collaboratively and eventually modeling these skills to our students. Its “through collaboration we seek to improve the preparation of educators, improve teaching and learning in our institution and improve teaching and learning in the local schools, and most importantly, foster the intellectual and emotional well-being of those students.” As pedagogues, we are obligated to teach our students these lifelong skills which will allow them to be sufficient problem solvers, negotiators, and team players.

            In the field of teaching social justice can be define as creating an institution of equality which speaks to the heart of teachers at any institution. We are expected to treat every human being equally. As pedagogues we are committed to acquiring the required skills and build tolerance by working with families, students, colleagues, and communities and provide social justice for all. We are reminded everyday as educators in the classroom the importance of treating each student equally regardless of race, ethnicity, gender, sexuality, socio-economic position, and special needs which are all highly sensitive issues.  Brooklyn College graduate courses reflect the social justice future teachers need to treat everyone fairly. We are professionally given many tools from our qualified professors to use in the real world to help us succeed and pass on to our students.

            Finally, the most important ideal is known as critical self-reflection and reflective practice is important for educators in the field of teaching. In every aspect of our lives we are reminded to reflect on one’s own work and actions. As teachers, we must critique, review and revise our lessons as a cause for improvement, self development, and personal growth.  As we post our assignments we are allowed to make changes as a need for improvement and self analysis, giving us ample time for self-reflection.  We can edit, revise, or add to our work as a source of self satisfaction or perfection. The need for critical self-reflection and reflective practice instills a sense of discipline and reflective practice which requires teachers to “make connections between knowledge, research, scholarship and methods constitutive of their particular discipline and their own practice.”

            In relation to our course objectives the Conceptual Framework is reflective in our course objective.  As a teacher-researcher we are responsible for choosing a pressing or current issue seen in New York City public schools. These issues are aligned with social justice, diversity, collaboration, and critical self-reflection.  We address these issues by researching journals and articles, collaborating with our peers, working with people of diverse backgrounds, and reflecting on own practice while treating each other fairly and equally. We are asked to choose a topic, with an independent and dependent variable and intervention to research. This type of research is known as Action-Research. Our course objectives clearly give us a guideline for keeping us focus and on track for a successful outcome.

Works Cited

The School of Education Brooklyn College City University of New York. (2010).

*Conceptual Framework*. Retrieved from <http://schooled.brooklyn.cuny.edu/Conframe.htm#Diversity>